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ABSTRACT

A survey of high school juniors and seniors in areas served by members of the Appalachian Developing Institutions Consortium was conducted to: (1) discover the kind of image each consortium institution had with these students; and (2) obtain information on these students' backgrounds and educational plans to assist administrations in establishing productive communication, to aid in recruitment and program planning, and to increase the accuracy of enrollment predictions and estimates of space needs. Questionnaires were administered to more than 12,300 students. A ten percent random sample was used for analysis. Consortium findings and conclusions for each item on the questionnaire are included. Criticism (by the research coordinators) of the strengths and weaknesses of the study's design and administration and the exclusion or modification of questions is provided. Tables of the data collected are presented in Appendix A. Appendix B is a copy of the questionnaire. (KM)

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APPALACHIAN DEVELOPING INSTITUTIONS CONSORTIUM

Member Institutions

Asheville-Buncombe Technical Institute
Caldwell Community College and Technical Institute
Catawba Valley Technical Institute
Haywood Technical Institute
Isothermal Community College
Southwestern Technical Institute
Western Piedmont Community College
Wilkes Community College

A REPORT ON THE SURVEY OF HIGH SCHOOL STUDENTS' EDUCATIONAL PLANS AND OPINIONS RELATING TO THE AREA TWO-YEAR INSTITUTIONS

Spring, 1972

Edited by
Elmo V. Roesler

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STATEMENT OF ACKNOWLEDGMENT

The personnel of the Appalachian Developing Institutions Consortium would like to express appreciation for the cooperation of the public school officials from the North Carolina county and city administrative units which have participated in the study. We would also like to convey our thanks for the cooperation the research group received from the school guidance counselors. The list of county and city school units with the names and titles of the respective school officials, who did so much to make the results of this study possible, has been presented below.

OFFICIALS OF THE PUBLIC SCHOOLS THAT PARTICIPATED WITH
ASHEVILLE-BUNCOMBE TECHNICAL INSTITUTE
IN ADMINISTERING THE HIGH SCHOOL IMAGE STUDY

Public Schools	Names	Titles
Asheville City Schools	Mr. W. T. Griffin	Superintendent
Asheville High School	Mr. Clark Pennell	Principal
Buncombe County Schools	Mr. Fred H. Martin	Superintendent
A. C. Reynolds High School	Mr. R. L. Dalton	Principal
Charles D. Owen High School	Mr. Charles A. Lytle	Principal
Clyde A. Erwin High School	Mr. Leon Hall	Principal
Enka High School	Mr. W. E. McElrath	Principal
North Buncombe High School	Mr. Edwin McDevitt	Principal
T. C. Roberson High School	Mr. Charles T. Koontz	Principal
Madison County Schools	Mr. Robert L. Edwards	Superintendent
Marshall High School	Mr. Clive Whitt	Principal
Mars Hill High School	Mr. Fred Dickerson	Principal
Hot Springs High School	Mr. Bruce Phillips	Principal
Laurel High School	Mr. Ray Tweed	Principal
Spring Creek High School	Mrs. Jewell Church	Principal

OFFICIALS OF THE PUBLIC SCHOOLS THAT PARTICIPATED WITH
CALDWELL COMMUNITY COLLEGE & TECHNICAL INSTITUTE
IN ADMINISTERING THE HIGH SCHOOL IMAGE STUDY

Public Schools	Names	Titles
Caldwell County School System	Mr. E. M. White	Superintendent
Lenoir City School System	Mr. J. G. Hagaman	Superintendent
Gamewell-Collettsville High School	Mrs. Janice Lail	Acting Principal
Granite Falls High School	Mr. Bill Metcalf	Principal
Hudson High School	Mr. Henry Latham	Principal
Hibriten High School	Mr. Kenneth Roberts	Principal
Lenoir High School	Mr. John Scott	Principal

OFFICIALS OF THE PUBLIC SCHOOLS THAT PARTICIPATED WITH
HAYWOOD TECHNICAL INSTITUTE
IN ADMINISTERING THE HIGH SCHOOL IMAGE STUDY

Public Schools	Names	Titles
Haywood County Schools	Dr. W. T. Bird	Superintendent
Pisgah High School	Mr. Clark Morton	Principal
Tuscola High School	Mr. Leonard Gardner	Principal

OFFICIALS OF THE PUBLIC SCHOOLS THAT PARTICIPATED WITH
ISOTHERMAL COMMUNITY COLLEGE
IN ADMINISTERING THE HIGH SCHOOL IMAGE STUDY

Public Schools	Names	Titles
Rutherford County Schools	Mr. Forrest Hunt	Superintendent
Alexander Schools	Dr. John Vogler	Principal
Central High School	Mr. Z. E. Dobbins	Principal
Chase High School	Mr. W. T. Lewis	Principal
East Rutherford High School	Mr. O. W. Morris	Principal
Tryon City Schools	Mr. Vernon L. Dusenbury	Superintendent
Tryon City High School	Mr. Elmo F. Neal	Principal
Polk County Schools	Mr. David Cromer	Superintendent
Polk Central High School	Mr. Carthon Hinson	Principal
Saluda School	Mr. Jerry Russell	Principal

OFFICIALS OF THE PUBLIC SCHOOLS THAT PARTICIPATED WITH
SOUTHWESTERN TECHNICAL INSTITUTE
IN ADMINISTERING THE HIGH SCHOOL IMAGE STUDY

Public Schools	Names	Titles
Jackson County Public Schools	Mr. Paul Buchanan	Superintendent
Macon County Public Schools	Mr. Kenneth Barker	Superintendent
Swain County Public Schools	Mr. Tommy Woodard	Superintendent
Cherokee Indian Schools	Mr. Ray Cleaveland	Superintendent
Highlands High School	Mr. Stoney Hinkle	Principal
Camp Lab School	Dr. Arthur Justice	Principal
Glenville High School	Mr. Franz Whitmire	Principal
Sylva-Webster High School	Mr. Ray Simpson	Principal
Nantahala High School	Mr. Lonnie Crawford	Principal
Franklin High School	Mr. Charles Frazier	Principal
Cherokee High School	Mr. Howard Patton	Principal
Swain High School	Mr. Clifford Frizzell	Principal

OFFICIALS OF THE PUBLIC SCHOOLS THAT PARTICIPATED WITH
WESTERN PIEDMONT COMMUNITY COLLEGE
IN ADMINISTERING THE HIGH SCHOOL IMAGE STUDY

Public Schools	Names	Titles
Burke County Public Schools	Dr. Charles Weaver	Superintendent
Drexel High School	Mr. Walter Hood	Principal
George Hildebran High School	Mr. Evan Rhoney	Principal
Glen Alpine High School	Mr. E. M. Jenkins	Principal
Hildebran High School	Mr. Zeno Crump	Principal
Morganton High School	Mr. Bill Babb	Principal
Oak Hill High School	Mr. Bill Brown	Principal
Salem High School	Mr. Alton Horton	Principal
Valdese High School	Mr. James Draughn	Principal

OFFICIALS OF THE PUBLIC SCHOOLS THAT PARTICIPATED WITH
WILKES COMMUNITY COLLEGE
IN ADMINISTERING THE HIGH SCHOOL IMAGE STUDY

Public Schools	Names	Titles
Wilkes County Schools	Mr. Wayne Bradburn	Superintendent
Wilkes County Schools	Mr. Rex W. Whittington	Associate Superintendent
North Wilkesboro Schools	Mr. John Deason	Superintendent
North Wilkes High School	Mr. Paul Gr gory	Principal
East Wilkes High School	Mr. Eugene Reavis	Principal
West Wilkes High School	Mr. E. H. Greene, Jr.	Principal
Wilkes Central High School	Dr. John Preyer	Principal
Allegheny County Schools	Mr. John Woodruff	Superintendent
Allegheny High School	Mr. John Greene	Principal
Ashe County Schools	Mr. Frank James	Superintendent
Ashe Central High School	Mr. Charles E. Abee	Principal
Northwest Ashe High School	Mr. F. L. Barker	Principal
Beaver Creek High School	Dr. Paul Bingham	Principal

CONSORTIUM PERSONNEL

Asheville-Buncombe Technical Institute

President: Mr. Thomas W. Simpson
Program and Research Coordinator: Mrs. Sara Morris

Caldwell Community College and Technical Institute

President: Dr. H. Edwin Beam
Program Coordinator: Mr. William DeLoach
Research Coordinator: Miss Phyllis Huffstetler

Catawba Valley Technical Institute

President: Mr. Robert E. Paap
Program Coordinator: Mr. Bruce Bishop
Research Coordinator: Mr. Steve Lail

Haywood Technical Institute

President: Mr. M. C. Nix
Program Coordinator: Mr. L. J. Moore
Research Coordinator: Mr. Hugh Constance

Isothermal Community College

President: Mr. Fred J. Eason
Program Coordinator: Dr. E. Donovan
Research Coordinator: Mr. Stover Dunagan

Southwestern Technical Institute

President: Mr. Edward E. Bryson
Program Coordinator: Mr. Don Irwin
Research Coordinator: Mr. Eric Brady

Western Piedmont Community College

President: Dr. Gordon C. Blank
Program and Research Coordinator: Dr. Edwin Chapman

Wilkes Community College

President: Dr. Howard E. Thompson
Chairman of Executive Committee and Program Coordinator:
Dr. William R. Richardson
Research Coordinator: Dr. Phillip Lewis

Appalachian State University

President: Dr. Herbert W. Wey
Member of the Executive Committee: Dr. Robert E. Reiman
University Statistician: Dr. Michael Carter
Consortium Research Coordinator: Mr. Elmo V. Roesler
Special Research Assistant: Mrs. Jan Austin
Computer Programmer: Mr. Jeff Williams

REPORT ON THE SURVEY OF HIGH SCHOOL STUDENTS' EDUCATIONAL PLANS AND OPINIONS RELATING TO THE AREA TWO-YEAR INSTITUTIONS

Introductory Remarks: Information on the Consortium Organization and Research Activities

This consortium of eight "open-door" two-year institutions in the North Carolina Appalachian Region was, in November of 1970, funded under Title III of the Higher Education Act. This cooperative arrangement which has the official title of APPALACHIAN CONSORTIUM SPECIAL DEVELOPMENT PROJECT began the operations on July 2, 1971.

Consortium research activities have been conducted under the auspices of two committees. An Executive Committee, composed of institutional members with Dr. William Richardson presiding as chairman, has been responsible for decision-making regarding the cooperative research projects. A second committee, the Research Coordinating Committee, has been charged with conducting all research, planning, and development activities. At each of the consortium institutions, a Research Coordinator, who served on the Research Coordinating Committee, has participated in the development and administration of the high school study instrument, the establishment of reporting procedures, and the preparation of the final report on the high school students educational plans and opinions.

Before proceeding with the explication of the study developments and results, the members of the consortium would like to convey some information concerning (1) the overall plan for consortial activities and (2) the goal of cooperative research for program development and evaluation.

Overall plan for consortial activities. The development of consortial activities has been controlled by a three year plan. The plan stipulates that during the first year, 1971-72, basic research is to be conducted in relation to short and long-range program planning and evaluation. In the second year, 1972-73, programs are to be implemented and evaluated with results being disseminated to all persons and agencies that have been concerned with the upgrading of the educational process in the consortium community colleges and technical institutes. During the third year, 1973-74, the previously implemented program activities are to be further evaluated and -- where it is considered necessary -- revised. At the end of three years, the results of consortium activities will appear in "final" reports. However, if the personnel maintain the interest and dedication they have exhibited during this first year of operation, the participating institutions will continue this cooperative arrangement for years to come.

To conduct self-studies and to coordinate consortium-wide research, each institution has established either a full or part-time research coordinator's position. These researchers act as liaison persons between their institutional study groups and the coordinating efforts of the Chairman of the Executive Committee whose office is at Wilkes Community College and the consortium Research Coordinator whose office is located at Appalachian State University.

Appalachian, as an assisting institution, has its Director of Institutional Research serving as a member of the Executive Committee, its faculty in the College of Education serving as consultants, its systems analysis staff involved in implementing management information techniques in the developing institutions, and its University Statistician giving consultation on analyses. Appalachian's other commitments have included coordinating efforts in preparing consortium study instruments, conducting surveys, and analyzing results.

Cooperative research for program development and evaluation. The 1970-71 proposal indicated that key personnel in the community colleges and technical institutes formed the consortium because they recognized the following facts:

1. Each institution has in its area the greatest potential to implement North Carolina's "open door" policy and, thus, to reach out and educate the populace in its region.

2. Only through a cooperative arrangement could the institutions overcome limitations arising from a base of low taxable resources and thus from inadequate funding for necessary research, planning, and evaluation.

3. All the institutions have the same basic needs for effective development: the creation of research models and acquisition of data for institutional improvement; the upgrading of administrative and instructional staff; the increasing and enhancing of curricula and curriculum materials, especially for economically deprived and slow learners; the selecting of appropriate consultant assistance; and the need for immediate and long-range planning.

4. The eight institutions are developing and need assistance for community-based program planning and evaluation, if they are to provide more and better services to all persons in their respective service areas.

Consortium members have recognized the need for both individual and consortium-wide community based program development, implementation, and evaluation. Personnel in each institution have committed themselves to establishing, as an extension of the 1970-71 proposal objectives, program objectives related to the following priority research/study areas that have been determined by the Executive Committee: comprehensive community survey, business-industrial survey tied to the community survey, development of student profile data and a management information system to exchange aggregated results, follow-up studies of alumni and especially "dropouts," and image studies -- especially a high school image study -- to acquire estimates of the way programs and

services are received in the respective communities. All program development has been based on cooperative research effort, aimed at either educating or training the low-income and educationally deprived student, hoping to improve the quality of life in Appalachia.

Purposes, Development, and Administration of the Study

The paragraphs that follow contain background information concerning the survey of the "High School Students' Educational Plans and Opinions." The information includes the purposes and objectives of the study, the activities related to the development and pilot testing of the study instrument, and the administration of the instrument.

Purposes and objectives of the study. The survey had two purposes: (1) to discover what kind of image each consortium institution had with high school juniors and seniors and (2) to obtain information on high school students' backgrounds and educational plans. Though these purposes could also be interpreted as the overall goals for the high school image survey, the researchers identified, additionally, other uses for the survey and then transposed these uses into the following objectives.

1. To assist the administrators and personnel of the community colleges and technical institutes in their attempts to establish productive communications between themselves and the high school students in the service areas.
2. To aid the recruitment efforts by examining the images that the community colleges and technical institutes have among high school students and by evaluating the students' aspirations in terms of the two-year institutions' education/training programs.
3. To develop, from the high school students' educational plans and opinions, data elements that would, through comparison with

business-community survey results, have implications for immediate and long-range program planning.

4. To increase the accuracy and thoroughness with which institutional personnel predict enrollment in programs and estimate space utilization needs.

Development and pilot testing of the study instrument. In building the instrument and writing the questions for this survey, the research group worked toward achieving the above stated objectives. The first page of the instrument was designed so that it could be detached and used for recruitment and other purposes by the personnel in the two-year institutions. However, the consortium institutions had the option of inputting the data elements in the PERSONAL INFORMATION section into a data processing system. The important items in this section included student name, age, sex, name of high school, county, home address and phone, educational experience of parents or guardian, and post-high school plans.

When the research coordinators attempted to obtain occupational and career information pertaining to the high school students and their parents, they could discover, after reviewing other survey documents, no concise occupational array that could be used by students in selecting preferred job and career areas. Accordingly, the group identified twenty-five occupational areas that served the purpose of the study, and then they devised an alpha code for each area. For example, the agricultural occupations were listed as farming, food processing, horticulture-landscaping and greenhouses, and governmental ag-agencies. This category was then designated by the alpha codes [AG] for agriculture. The use of this occupational array provided an opportunity for high school students to quickly identify parental occupations and their career choices.

The job and career choices relating to general occupational areas were to be contrasted with student "Program Choices." Each research coordinator in the two-year institutions prepared a listing of the programs currently being offered. This sheet was placed within the instrument -- this one is of bifold design -- so that the students could "pre-register" at the community college and/or technical institute in his/her area.

The high school image questions and statements relating to student educational plans included items, e.g., that requested students to describe their feelings about the two-year institution, rate the quality of the institutions, identify the media that brought community college and technical institute information to their attention, and identify the grade averages earned in high school.

The plans for administering the study included pilot testing the instrument in a high school in the Haywood Technical Institute service area. It was found that the average time required to answer the questionnaire was under twenty minutes. The students indicated that they found the line-of-questioning to be relevant and the questions themselves to be clearly written and understandable. This high school student pilot group expressed its appreciation of Haywood Tech, indicating that the institution had an excellent reputation. Haywood personnel, however, discovered, even in the pilot study, that liaison between themselves and the high school students could be improved.

Administration of the study instrument. The procedures for the high school image survey require consortium personnel to preside over administering of the instrument in the high schools. All juniors and seniors in the service areas were asked to complete the questionnaires. The completed forms will be utilized by various agencies in the community colleges and technical institutes.

Sampling procedures have been established and applied to the responses. Plans were made to tally and analyze so that each high school would also profit from having students participate in the study.

The high school study instrument was administered by the research coordinators during the months of January, February, and March. A copy of the instrument may be found in Appendix B.

High school populations in the study. The study populations were composed of junior and senior students attending the high schools in each two-year institution's service area. The numbers of questionnaires administered were, approximately, as follows: 4,424 in the Asheville-Buncombe Technical Institute area; 1,378 in the Caldwell Community College and Technical Institute area; 1,030 in the Haywood Technical Institute area; 1,522 in the Isothermal Community College area; 1,040 in the Southwestern Technical Institute area; 1,261 in the Western Piedmont Community College area; and 1,655 in the Wilkes Community College area. The approximate total number of students participating in the study was 12,310.

Sampling and analyses procedures. In regard to sampling and analysis procedures, the researchers held the following considerations to be applicable.

1. Consortium sample population. The application of sampling and analyses procedures to the responses to survey questions included the identification of a sample population. Since there was among the instrument questions no reference to test scores or other ranges that could be used to calculate an initial sample population size n, the research coordinators selected as large a sample size as time and money would permit--a ten percent sample from the instruments administered to all the junior/senior students in the study population (P). The consortium sample population was

randomly selected. To accomplish randomization, the researchers numbered the instruments, and then by using The Rand Corporation's A Million Random Digits, they drew random numbers which were used to select questionnaires having identical numbers. The sampling was also proportionate, i.e., each high school population had ten percent of its student questionnaires included in the population. The findings and conclusions of the study were based upon this consortium sample population.

2. Returns to high schools having less than 250 students. It was acknowledged that high schools having small populations would not be equitably treated if they received tallies of responses on ten percent of their populations. Therefore, in addition to the ten percent random sample of instruments drawn from each high school population, tallying of responses was also done for the complete number of instruments collected from high schools having populations of less than 250 junior and senior students.
3. Relationship between sample and complete populations. It was assumed that the composition of students, in regard to their aspirations and attitudes, in the sample population approximated the composition of such qualities belonging to students in the complete population. Assuming that the responses of students in the ten percent population are, proportionately, similar to responses of students in the complete population, the tallies of responses from the ten percent sample population may be multiplied by ten. Accordingly, if twenty-three tallies have been recorded for a given response category, then the number of students in the total population who would have selected the same response category would be approximately 230.

INTRODUCTION TO FINDINGS AND CONCLUSIONS

For each of the seven two-year institutions participating in the study, findings and conclusions were developed. While these individualized findings and conclusions are not included in this document, the consortium findings and conclusions, based on a ten percent sample of all high schools in the study, have been listed in this section according to the sequence of questions 1-21 in the "High School Students Educational Plans and Opinions" survey instrument. The findings and conclusions are supported by the data derived from the responses to questions 1-21 in the instrument. These data, with the exception of those to question 18 for which there are no findings or conclusions,[1] appear in Tables 1-17 and 19-21. The data concerning the responses to the PERSONAL INFORMATION question regarding students' post high school plans may be found in Table 22. Tables 1-17 and 19-22 have been placed in Appendix A.

Xeroxed copies of the computer printout or "List Tally" which has the record of responses from seven sample populations, composed of 10% of the students from each two-year institution's service area, are upon request available from the Appalachian State University Office of University Research Services. While Tables 1-17 and 19-21 (noted above) contain the responses to all but a few of the instrument questions, the printout includes student

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[1] In regard to Question 18, students responded to a coded list of institutional programs -- a list individualized to carry the program of the consortium institution administering the instrument. Students indicated their first and second program choices and these responses appear in the computer printout which is available upon request from the Appalachian State University Office of University Research Services.

responses to each query in the survey instrument. Therefore, if planners or counselors at either the two-year institutions or the high schools wanted information on the educational level of parents or guardians, or if they wanted to analyze all the data to multiple response questions, they found these data tallied and recorded in the printout.

While the individualized findings and conclusions for each two-year institution have not been included in this document, the findings and conclusions for the consortium are presented on the next page.

CONSORTIUM FINDINGS AND CONCLUSIONS

The findings and conclusions concerning student responses to statements in the high school image questionnaire are as follows:

Question 1: "Note the occupational items and then, using codes (AG, etc.), indicate career choices."

Finding: Seven occupational items received the largest number of student responses. The frequencies and percentages of student responses for these items have been rank ordered, from highest frequency/percentage to lowest, as follows:

professional, obtaining 177 responses or 14%;
secretarial-commercial, obtaining 146 responses or 12%;
health services and social work, obtaining 133 responses or 11%;
business, obtaining 67 responses or 6%;
auto mechanics, obtaining 57 responses or 5%;
engineering, obtaining 54 responses or 4%; and
building-construction, obtaining 53 responses or 4%.

The total number of responses to the question was 1048.

Conclusion: Students showed a preference for the occupational items: professional, secretarial-commercial, health services and social work, business, auto mechanics, engineering, and building-construction.

Question 2: "Which of these items best describes your educational plans?"

Finding: Four educational plan items received the largest number of student responses. The frequencies and percentages of student responses for these items have been rank ordered, from highest frequency/percentage to the lowest, as follows:

graduate from a 4-year college/university, obtaining 390 responses or 32%;
graduate from a community college or technical institute, obtaining 349 responses or 28%;
graduate from high school only, obtaining 270 responses or 22%; and
graduate from a two-year junior college, obtaining 104 responses or 8%.

The total number of responses to this question was 1230.

Conclusion: A majority (60%) have post high school educational plans for attending a four-year institution or a two-year community college and/or technical institute.

Question 3: "I have heard my friends say this institution is --"

Finding: Four reputational rating items received the largest number of student responses. The frequencies and percentages of student responses for these items have been rank ordered, from highest frequency/percentage to lowest, as follows:

good, obtaining 755 responses or 61%;
excellent, obtaining 205 responses or 17%;
don't know, obtaining 170 responses or 14%; and
never heard of institution, obtaining 64 responses or 5%.

The total number of responses to the question was 1230.

Conclusion: A substantial majority (78%) of the students rated the reputation of the institution as good or excellent. A minority (19%) either did not know the reputation of the institution or had never heard about the institution.

Question 4: "Check all the items which best describe your feelings about going to this institution when you finish high school."

Finding: Remember that all students in the population could check each of the ten response items so that the possible number of responses to any item would be a percentage of a total of 1230. For a check-all-items type of question, the sums of percentages may equal more than 100%.

Five response items, concerning students' feelings about attending the institution, received the largest number of student responses. The frequencies and percentages of student responses for these items have been rank ordered, from the highest frequency/percentage to the lowest, as follows:

"I plan to continue my educational training beyond high school but not at this institution," obtaining 406 responses or 33%.
"My parents are encouraging me to get educational training beyond high school," obtaining 265 responses or 22%;
"I would like to go beyond high school but will need to work," obtaining 253 responses or 21%;
"After high school, I plan to attend this institution," obtaining 200 responses or 16%; and
"I don't know much about what courses and programs are offered at this institution," obtaining 152 responses or 12%.

Conclusion: A conclusion to this kind of check-all-items question must remain tentative; however, it would appear that (1) a proportion [33%] of the population do not plan to attend this two-year institution, (2) a proportion [22%] of the population was composed of students who had received parental encouragement in regard to attending the institution, and (3) a proportion [21%] of the population would need employment or financial aid if plans to attend the institution materialized.

Question 5: "Is this institution more or less expensive to attend than the four-year colleges?"

Finding: Two response items received the largest number of student responses. The frequencies and percentages of student responses for these items have been rank ordered, from the highest frequency/percentage to the lowest, as follows:

less expensive, obtaining 775 responses or 63% and
don't know, obtaining 445 responses or 36%.

The total number of responses to the question was 1230.

Conclusion: A majority (63%) of the students knows that attending the two-year institution is less expensive than a four-year institution; however, a proportion (36%) of students indicated that they did not know the difference in the costs for attending two-year and four-year institutions.

Question 6: "What was your major course emphasis in high school?"

Finding: Each of the course emphasis items received a proportion of the student responses. The frequencies and percentages of student responses for these items have been rank ordered, from the highest frequency/percentage to the lowest, as follows:

college preparatory, obtaining 498 responses or 40%;
general education, obtaining 342 responses or 28%;
business vocational, obtaining 238 responses or 19%; and
technical vocational, obtaining 152 responses or 12%.

The total number of responses to this question was 1230.

Conclusion: The separation of students into four course/program areas has been quantified.

Question 7a: "Your grades in high school have been close to --"

Finding: Three grade evaluation items received the largest number of student responses. The frequencies and percentages of student responses for these items have been rank ordered, from the highest frequency/percentage to the lowest, as follows:

grade C, obtaining 540 responses or 44%;
grade B, obtaining 462 responses or 38%; and
grade A, obtaining 135 responses or 11%.

The total number of responses to the question was 1230.

Conclusion: A majority (93%) of the students received average or better grades.

Question 7b: "And you would consider your grade average good enough to attend this institution."

Finding: One thousand and thirteen or 82% of the students replied in the affirmative, while 217 students or 18% answered in the negative.

The total number of responses to the question was 1230.

Conclusion: A majority (82%) of the students believed their grade averages were good enough to attend the institution.

Question 8: "Have you been informed by representatives of this institution about programs and offerings?"

Finding: Seven hundred and seventy or 63% of the students replied in the negative, while 460 or 37% of the students answered in the affirmative.

The total number of responses to this question was 1230.

Conclusion: In a majority (63%) of cases, students have not been informed about programs and offerings by representatives of the institution.

Question 9: "Indicate the high school person who has most strongly suggested that you attend this institution."

Finding: Four items received the largest number of responses. The frequencies and percentages of student responses for these items have been rank ordered, from the highest frequency/percentage to the lowest, as follows:

no high school person, obtaining 742 responses or 60%;
friend, obtaining 237 responses or 19%;
counselor, obtaining 160 responses or 13%; and
teacher, obtaining 67 responses or 5%.

The total number of responses for this question was 1230.

Conclusion: A majority (60%) of the students have not been influenced by high school persons to attend this institution.

Question 10: "What is your employment situation?"

Finding: The students responded to three items. The frequency and percentages of student responses for these items have been rank ordered, from the highest frequency/percentage to the lowest, as follows:

not employed, obtaining 757 responses or 62%;
employed part-time, obtaining 396 responses or 32%; and
employed full-time, obtaining 77 responses or 6%.

The total number of responses for this question was 1230.

Conclusion: A majority (62%) of the students were not employed.

Question 11: "Is there anyone in your family who is attending or who attended this institution?"

Finding: Nine hundred and eighty-five or 80% of the students replied in the negative, while 245 or 20% of the students replied in the affirmative.

The total number of responses to this item was 1230.

Conclusion: The majority (80%) of the students stated that the members of their families had not, in the past or in the present, attended this institution.

Question 12: "From which of the following media sources have you heard about this institution?"

Finding: Remember that all students in the population could respond to each of the six response items so that the possible number of responses to any item would be a percentage of a total of 1230. For a check-all-items type of question, the sum of percentages may equal more than 100%.

Five response items, concerning the effectiveness of media sources, received the largest number of responses. The frequencies and percentages of student responses for these items have been rank ordered, from the highest frequency/percentage to the lowest, as follows:

catalog or brochure, obtaining 496 responses or 40%;
none, obtaining 381 responses or 31%;
newspapers, obtaining 274 responses or 22%;
radio, obtaining 253 responses or 21%; and
television, obtaining 104 responses or 8%.

Conclusion: A conclusion to this kind of check-all-items question must remain tentative; however, it would appear that (1) proportions of students had received communications through catalog-brochure [40%], newspapers [22%], radio [21%], and television [8%] and (2) a proportion [31%] had not received communication from media sources.

Question 13: "Give the approximate one-way distance from your home to the institution campus."

Finding: Three response items received the largest number of responses. The frequencies and percentages of student responses for these items have been rank ordered, from the highest frequency/percentage to the lowest, as follows:

1-5 miles, obtaining 338 responses or 27%;
6-10 miles, obtaining 305 responses or 25%; and
11-15 miles, obtaining 211 responses or 17%.

The total number of responses for this question was 1183.

Conclusion: A majority [52%] of students live within ten miles of the institution and the mean distance for one-way travel for each student would be approximately 12 miles.

Question 14: "If you attended this institution, would you use a car to drive to and from the campus?"

Finding: Eleven hundred or 89% of the students answered in the affirmative, while 130 students or 11% answered in the negative.

The total number of responses for this question was 1230.

Conclusion: A substantial majority [89%] of the students would use a car to drive to and from campus.

Question 15: "What is your opinion about this college?"

Finding: The responses were grouped under three items. The frequencies and percentages of student responses for these items have been rank ordered, from the highest frequency/percentage to the lowest, as follows:

no opinion, obtaining 770 responses or 63%;
I like it, obtaining 407 responses or 33%; and
I do not like it, obtaining 53 responses or 4%.

The total number of responses for this question was 1230.

Conclusion: A majority [63%] of the students hold no opinion concerning this institution.

Question 16: "Indicate which of the following most closely approximates your family's income per week."

Finding: Four income items received the largest number of student responses. The frequencies and percentages of student responses for these items have been rank ordered, from the highest frequency/percentage to the lowest, as follows:

$100-$149, obtaining 235 responses or 19%;
$150-$199, obtaining 208 responses or 17%;
$200-$249, obtaining 153 responses or 12%;
$50-$99, obtaining 113 responses or 9%.

The total number of responses for this question was 1078.

Conclusion: None.

Question 17: "If you continue your education beyond high school, who will bear the expense?"

Finding: Four items received the largest number of responses. The frequencies and percentages of student responses for these items have been rank ordered, from the highest frequency/percentage to the lowest, as follows:

student pays part and the parent pays rest, obtaining 391 responses or 32%;
parents pay expenses, obtaining 373 responses or 30%;
student will pay the expenses, obtaining 264 responses or 21%; and
student will need a scholarship, obtaining 146 responses or 12%.

The total number of responses for this question was 1230.

Conclusion: By their responses, students revealed that they would bear the expense of post high school education in the following ways: (1) sharing the expenses with their parents, (2) having parents pay their expenses, (3) paying the expenses themselves, and (4) requesting scholarship funds.

Question 18: "Assuming that you might attend this institution, note on the separate enclosed sheet the educational programs available and then indicate your program preference."

Finding and Conclusion: None. The data in regard to this question appear in the List Tally printout in Appendix C.

Question 19: "Place check mark(s) by the factor(s) that influenced the educational program choice you made in #18.

Finding: Remember that all students in the population could check each of the nine response items so that the possible number of responses to any item would be a percentage of a total of 1230. For a check-all-items type of question, the sum of percentages may equal more than 100%.

Four items received the largest number of responses. The frequency and percentages of student responses for these items have been rank ordered, from the highest frequency/percentage to the lowest, as follows:

personal interest influenced program choice, obtaining 739 responses or 60%;
desire for a good job, obtaining 386 responses or 31%;
students at the consortium institution, obtaining 141 responses or 11%;
instructor at the high school, obtaining 129 responses or 10%.

Conclusion: A conclusion to this kind of check-all-items question must remain tentative; however, it would appear that students believed their own interests, desire for good jobs, and opinions of consortium institution students were factors which influenced program choice made in Question 18.

Question 20: "Check all the items you think describe the reputation of this institution."

Finding: Remember that all students in the population could check each of the seven response items so that the possible number of responses to any item could be a percentage of a total of 1230. For a check-all-items type of question, the sum of percentages may equal more than 100%.

Four items received the largest number of responses. The frequencies and percentages of student responses for these items have been rank ordered, from the highest frequency/percentage to the lowest, as follows:

"People think this institution is a good one," obtaining 804 responses or 65%;
"People think that this institution offers helpful, needed courses," obtaining 699 responses or 57%;
"People think the institution offers an inexpensive education," obtaining 631 responses or 51%; and
"People think instructors at the consortium institution are helpful to students," obtaining 416 responses or 34%.

Conclusion: A conclusion to this kind of check-all-items question must remain tentative; however, it would appear that students found the reputation of the institution to be a good one; the institution to offer helpful, needed courses; the institution to offer an inexpensive education; and the instructors to be helpful to students.

Question 21: "How long a program of training would you be willing to take if you thought that you would get a good job?"

Finding: Each of the "length of program" response items received a proportion of the student responses. The frequencies and percentages of student responses for these items have been rank ordered, from the highest frequency/percentage to the lowest, as follows:

more than two years, obtaining 531 responses or 43%;
up to two years, obtaining 409 responses or 33%;
up to twelve months, obtaining 202 responses or 16%; and
less than six months, obtaining 88 responses or 7%.

The total number of responses for this question was 1230.

Conclusion: The majority [76%] of the students would be willing to take programs up to and exceeding two years in length.

CRITICISM OF THE STRENGTHS AND WEAKNESSES OF THE STUDY

When the research coordinators were asked to criticize the study in terms of strengths and weaknesses, they commented upon the design of the study, the administration of the study, and the exclusion or modification of questions in the survey instrument.

Design of the Study

Concerning the design of the study, the research coordinators made the following remarks.

General criticism. The researchers commented as follows:

--At this point or until some expert tells us that our survey has problems, I feel that it has been a good "first effort."

--Before this work is considered final, we need to structure a procedure for the future studies we hope the institutes will conduct. If the institutes are unable to hire a person or release a person part-time to conduct research activities, these activities should be handled through student services. Before conclusion of our work, hopefully we will outline quite specifically who will handle future studies, the best time to conduct studies, and how these studies will be conducted. We need to give them in some tight outline every "how-to-step" along the way.

--The study helped to build contacts with the high schools.

--This study should be a continuing study conducted annually.

--Presented in a confusing format.

Line of questioning. The researchers commented as follows:

--First page provided valuable information for recruiting.

--Need to revise categories on occupations.

--Grade completed by both parents is unclear.

--Too many questions.

--Eliminate any questions that allow respondent to check more than one reply.

--Key educational background of parents/guardians upon graduation dates and degrees, i.e., high school, junior college or technical institute, senior college, master's degrees, and others.

--Ask for a response to out-of-school activities. In other words, how can we get to them in other places with information concernig community colleges and technical institutes.

Administration of the Study

Concerning the administration of the study, the research coordinators made the following remarks.

--The study questionnaires were administered in person, so there was almost a 100% return.

--A great deal of time was spent explaining at least one-half of the questions to the students.

--Administration to large groups was difficult in terms of obtaining good responses.

Exclusion or Modification of Questions in the Survey Instrument

Concerning specific questions in the instrument, the research coordinators made the following remarks.

Question 1. The researcher commented as follows:

--The question is too complicated and of questionable value for a survey of this type. A great deal of explanation was required and consumed a considerable amount of the allocated administration time. Even with good directions being given, many students asked for resolution of problems as to exactly what code to be recorded when the specific occupation could not be found. Since this was the first question, it may have set a poor atmosphere for the remainder of the questionnaire. Recommend elimination of this question.

Questions 6 & 7. The researcher commented as follows:

--To eliminate questions 6 and 7. Although I encouraged their inclusion, they are not giving us pertinent information.

Question 16. The researcher commented as follows:

--While the family income information may be interesting and while it might even be essential for some purposes, it is doubtful that the reliability of the responses is very high. Recommend elimination.

--Item on income was incomplete or incorrect in many cases.

Question 17. The researcher commented as follows:

--Item on finances needs revision.

Question 18. The researcher commented as follows:

--Item did not allow for enough possible choices.

Question 20. The researcher commented as follows:

--There are seven responses to indicate reputation of the institution. Five of them are favorable and only two are unfavorable. There should be an equal number of each category. This would permit a better statistical probability of discovering the level of acceptance of the institution as either "good" or "bad." Recommend revision of question.

SUMMARY

The consortium members have pledged to implement the results of the Report on the Survey of High School Students' Educational Plans and Opinions into their plans to meet the education/training needs of Appalachian communities in North Carolina.

To implement the results of this study, community college and technical institute personnel have engaged in the following activities.

1. Met with public school officials and counselors to discuss the implications of the study and to explore the avenues whereby education/training programs and recruitment efforts might be altered to improve the opportunities for post high school experiences of students.

2. Held meetings attended by administrators, faculty, students, and community representatives. The purposes of these meetings were (1) to seek ways to improve the images, as reported in this study, that community colleges and technical institutes have among high school students and (2) to evaluate student aspirations and make plans for modifying the two-year institutions' education/training programs.

3. Held research coordinators meetings. The purpose of these meetings was to develop from the high school students' educational plans and opinions, data elements that would, through comparisons with the results of other studies, have implications for immediate and long-range planning.

4. Held in Morganton, North Carolina, during August 3 and 4, 1972, a consortium conference attended by presidents, administrative staff, and faculty members of the consortium institutions and attended by junior college consultants, representatives of the American Association of Junior Colleges, and personnel from the North Carolina Department of Community Colleges and other governmental agencies. At this meeting consortium members joined with outside consultants and governmental officials to review the accomplishments of the high school image study and other consortium projects and to formulate, together, plans for consortium developments during the 1972-73 and 1973-74 years.

Consortium personnel hope that the Report on the Survey of High School Students Educational Plans and Opinions has been meaningful to all persons in higher education and to administrators and counselors in public high schools.

The presidents of the consortium institutions and the public school officials, mentioned in the Acknowledgment section of the report, would appreciate receiving the readers comments and suggestions regarding the high school image study.

Appendix A

Table 1

Student Career Choices in Relation to an Array of Occupational Items:
Totals and Percentages*

Question 1: "Note the occupational items and then, using codes (AG, etc.), indicate career choices."

Highest possible no. of respondents: 1230 **

Occupational Items	Consortium Institutions[a]														CONSORTIUM TOTAL
	(1)		(2)		(3)		(4)		(5)		(6)		(7)		
	TOT	%	TOT	%	TOT	%	TOT	%	TOT	%	TOT	%	TOT	%	
Agriculture	5	1	0	0	1	1	2	1	1	1	1	.7	4	2	14
Forestry	16	4	4	3	1	1	0	0	8	8	1	.7	1	.6	31
Professions	70	16	15	11	14	13	19	13	10	10	27	21	22	13	177
Engineering	25	6	7	5	6	6	4	3	3	3	3	2	6	4	54
Advertising	10	2	4	3	1	1	5	3	9	9	2	1.5	2	1	33
Business	22	5	8	6	8	8	10	7	5	5	5	4	9	.5	67
Sec.-Comm.	40	9	14	10	9	9	27	18	12	12	18	14	26	16	146
Data Processing	16	4	7	5	2	2	5	3	1	1	4	3	3	2	38
Hotel-Motel	7	1.5	0	0	0	0	0	0	1	1	0	0	0	0	8
Rest. Services	7	1.5	2	1	0	0	0	0	1	1	0	0	0	0	10
Domestic Service	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Cosmot.-Barb.	10	2	4	3	6	6	4	3	3	3	4	3	3	2	34
Health Serv. & Social Work	56	13	12	9	13	13	9	6	8	8	14	11	21	13	133
Bldg.-Const.	10	2	10	7	2	2	6	4	7	7	5	4	13	8	53
Truckdrivers	5	1	0	0	1	1	1	.7	1	1	1	.7	1	.6	10
Auto Mechanics	21	5	2	1	7	7	9	6	4	4	5	4	9	5	57

Table 1 (continued)

Student Career Choices in Relation to an Array of Occupational Items:
Totals and Percentages

Occupational Items	Consortium Institutions[a]														CONSORTIUM TOTAL
	(1) TOT	%	(2) TOT	%	(3) TOT	%	(4) TOT	%	(5) TOT	%	(6) TOT	%	(7) TOT	%	
Manufacturing	5	1	3	2	3	3	4	3	1	1	7	5.5	3	2	26
Newspaper-Printing	0	0	1	.7	1	1	1	.7	0	0	0	0	1	.6	4
Communications	8	2	4	3	2	2	2	1	1	1	0	0	2	1	19
Government Agencies	19	4	5	4	2	2	4	3	1	1	5	4	3	2	39
Entertainment	19	4	5	4	0	0	3	2	3	3	3	2	3	2	36
Leisure-Time	1	.2	4	3	1	1	2	1	0	0	3	.2	0	0	11
Housewife	12	3	4	3	4	4	6	4	4	4	1	.7	3	2	34
Unemployed	4	1	1	.7	2	2	2	1	2	2	2	1.5	1	.6	14
TOTAL!	388(443)		116(136)		86(104)		125(152)		86(104)		111(126)		136(165)		1048

*Note: The tallies for male/female, junior/senior responses to Question 1 may be found recorded for each consortium institution in Appendix A. The tallies for father's or guardian's as well as mother's occupational choices may also be found, recorded for each institution, in Appendix A.

**Note: The population represents 10% of the students in each of the two-year institution's service area.

!Note: Numbers in parentheses, beside institutional totals, represent the highest possible number of respondents for each consortium institution.

[a]Note: The consortium institutions are as follows:

(1) Asheville-Buncombe Technical Institute
(2) Caldwell Community College & Technical Institute
(3) Haywood Technical Institute
(4) Isothermal Community College
(5) Southwestern Technical Institute
(6) Western Piedmont Community College
(7) Wilkes Community College

Table 2

Student Educational Plans:
Totals and Percentages*

Question 2: "Which of these items best describes your educational plans?"

Highest possible no. of respondents: 1230 **

Consortium Institutions	Student Educational Plans[a]															
	(1)		(2)		(3)		(4)		(5)		(6)		(7)		TOTAL!	
	TOT	%	TOT	%	TOT	%	TOT	%	TOT	%	TOT	%	TOT	%		
Asheville-Buncombe TI	1	.2	70	16	33	7	133	30	155	35	23	5	28	6	443	(443
Caldwell CC & TI	0	0	27	20	14	10	46	34	35	26	7	5	7	5	136	(136
Haywood Technical Institute	1	1	24	23	8	8	26	25	36	35	7	7	2	2	104	(104
Isothermal Community College	1	1	40	26	16	11	41	27	43	28	2	1	9	6	152	(152
Southwestern TI	1	1	24	23	6	6	33	32	33	32	2	2	5	5	104	(104
Western Piedmont CC	0	0	36	29	11	9	27	21	44	35	5	4	3	2	126	(126
Wilkes Community College	0	0	49	30	16	10	43	26	44	27	4	2	9	5	165	(165
CONSORTIUM TOTAL	4	.3	270	22	104	8	349	28	390	32	50	4	63	5	1230	

*Note: The tallies for male/female, junior/senior responses to Question 2 may be found recorded for each consortium institution in Appendix A.

**Note: The population represents 10% of the students in each of the two-year institution's service area.

!Note: Numbers in parentheses, beside institutional totals, represent the highest possible number of respondents for each consortium institution.

[a]Note: Response categories for Question 2 are as follows:

(1) Dropout before completing high school
(2) Graduate from high school only
(3) Graduate from a two-year junior college
(4) Graduate from a community college or technical institute
(5) Graduate from a 4-year college or university
(6) Go into military service and learn a trade
(7) Other

Table 3

Student Opinions on Institution's Reputation:
Totals and Percentages*

Question 3: "I have heard my friends say that the institution is --"

Highest possible no. of respondents: 1230 **

Consortium Institutions	Reputational Ratings of Consortium Institution											
	Excellent		Good		Poor		Don't Know		Never Heard of Inst.		TOTAL!
	TOT	%	TOT	%	TOT	%	TOT	%	TOT	%	
Asheville-Buncombe TI	97	22	246	56	10	2	65	15	25	6	443 (443)
Caldwell CC & TI	30	22	85	63	3	2	14	10	4	3	136 (136)
Haywood Technical Institute	20	19	63	61	3	3	16	15	2	2	104 (104)
Isothermal Community College	15	10	101	66	5	3	24	16	7	5	152 (152)
Southwestern TI	9	9	74	71	3	3	14	13	4	4	104 (104)
Western Piedmont CC	17	13	78	62	1	.7	24	19	6	5	126 (126)
Wilkes Community College	17	10	108	65	11	7	13	8	16	10	165 (165)
CONSORTIUM TOTAL	205	17	755	61	36	3	170	14	64	5	1230

*Note: The tallies for male/female, junior/senior responses to Question 3 may be found recorded for each consortium institution in Appendix A.

**Note: The population represents 10% of the students in each of the two-year institution's service area.

!Note: Numbers in parentheses, beside institutional totals, represent the highest possible number of respondents for each consortium institution.

Table 4

Student's Feelings Regarding Attendance at the Consortium Institution:
Totals and Percentages*

Question 4: "Check the items which best describe your feelings about going to this institution when you finish high school."

Highest possible no. of respondents: 1230 **

Consortium Institutions	Possible Student Feelings About Attending Consortium Institution[a]																					
	(a)		(b)		(c)		(d)		(e)		(f)		(g)		(h)		(i)		(j)			
	TOT	%	TOT	%	TOT	%	TOT	%	TOT	%	TOT	%	TOT	%	TOT	%	TOT	%	TOT	%	TOTAL	
Asheville-Buncombe TI	31	7	93	21	91	21	68	15	156	35	40	9	49	11	18	4	13	3	50	11	609(4	
Caldwell CC & TI	8	6	33	24	47	35	35	26	34	25	23	17	27	20	6	4	3	2	27	20	243(1	
Haywood Technical Institute	9	9	16	15	24	23	10	10	40	38	10	10	13	13	5	5	4	4	12	12	143(1	
Isothermal Community College	14	9	21	14	32	21	25	16	45	30	25	16	18	12	7	5	1	1	15	10	203(1	
Southwestern TI	10	10	25	24	21	20	7	7	34	33	11	11	10	10	12	12	2	2	16	15	148(1(	
Western Piedmont CC	17	13	26	19	20	15	9	7	40	32	15	12	10	8	6	5	5	4	17	13	165(1	
Wilkes Community College	12	7	39	24	30	18	46	28	57	35	15	9	19	12	8	5	3	2	15	9	244(1	
CONSORTIUM TOTAL	101	8	253	21	265	22	200	16	406	33	139	11	146	12	62	5	31	3	152	12	1755	

*Note: The tallies for male/female, junior/senior responses to Question 4 may be found recorded for each consortium institution in Appendix A.

**Note: The population represents 10% of the students in each of the two-year institution's service area.

[a]Note: Numbers in parentheses, beside institutional totals, represent the highest possible number of respondents for each consortium institution.

Table 4 (continued)

Student's Feelings Regarding Attendance at the Consortium Institution:
Totals and Percentages

[a]Note: Response categories for Question 4 are as follows:

(a) I don't feel prepared to go beyond high school

(b) I would like to go beyond high school but will need to work

(c) My parents are encouraging me to get educational training beyond high school

(d) After high school, I plan to attend this institution

(e) I plan to continue my educational training beyond high school but not at this institution

(f) I am uncertain of career plans but will select this institution until I decide otherwise

(g) My family thinks this institution is a good school to attend

(h) I think I will need educational training beyond high school, but not two years

(i) My parents think going to this institution would be a waste of time

(j) I don't know much about what courses and programs are offered at this institution

Table 5

Student Estimate of Expneses for Attending 2-Year and 4-Year Institutions: Totals and Percentages*

Question 5: "Is this institution more or less expensive to attend than the four-year colleges?"

Highest possible no. of respondents: 1230 **

Consortium Institutions	Response Categories						
	More		Less		Don't Know		
	TOT	%	TOT	%	TOT	%	TOTAL!
Asheville-Buncombe TI	3	1	249	56	191	43	443 (443)
Caldwell CC & TI	0	0	106	78	30	22	136 (136)
Haywood Technical Institute	0	0	71	68	33	32	104 (104)
Isothermal Community College	3	2	97	64	52	34	152 (152)
Southwestern TI	2	2	71	68	31	30	104 (104)
Western Piedmont CC	2	2	77	61	47	37	126 (126)
Wilkes Community College	0	0	104	63	61	37	165 (165)
CONSORTIUM TOTAL	10	1	775	63	445	36	1230

*Note: The tallies for male/female, junior/senior responses to Question 5 may be found recorded for each consortium institution in Appendix A.

**Note: The population represents 10% of the students in each of the two-year institution's service area.

!Note: Numbers in parentheses, beside institutional totals, represent the highest possible number of respondents for each consortium institution.

Table 6

Courses/Programs Selected by High School Students:
Totals and Percentages*

Question 6: "What was your major course emphasis in high school?"

Highest possible no. of respondents: 1230 **

Consortium Institutions	Major Course Emphasis								
	College Preparatory		Business Vocational		Technical Vocational		General Education		TOTAL!
	TOT	%	TOT	%	TOT	%	TOT	%	
Asheville-Buncombe TI	192	43	83	19	52	12	116	26	443(443)
Caldwell CC & TI	46	34	25	18	19	14	46	34	136(136)
Haywood Technical Institute	47	45	18	17	22	21	17	16	104(104)
Isothermal Community College	61	40	33	23	11	7	47	31	152(152)
Southwestern TI	41	39	13	13	11	11	39	38	104(104)
Western Piedmont CC	50	40	31	25	10	8	35	28	126(126)
Wilkes Community College	61	37	35	21	27	16	42	25	165(165)
CONSORTIUM TOTAL	498	40	238	19	152	12	342	28	1230

*Note: The tallies for male/female, junior/senior responses to Question 6 may be found recorded for each consortium institution in Appendix A.

**Note: The population represents 10% of the students in each of the two-year institution's service area.

!Note: Numbers in parentheses, beside institutional totals, represent the highest possible number of respondents for each consortium institution.

Table 7

High School Grades -- Averages and Student Appraisal of Grades in Terms of Matriculation: Totals and Percentages*

Question 7: "Your grades in high school have been close to --"

Highest possible no. of respondents: 1230 **

"And you would consider your grade average good enough to attend this institution."

Consortium Institutions	Averages									Response Categories				
	A		B		C		Below C			Yes		No		
	TOT	%	TOT	%	TOT	%	TOT	%	TOTAL!	TOT	%	TOT	%	TOTAL!
Asheville-Buncombe TI	42	9	173	39	200	45	28	6	443(443)	369	83	74	17	443(443)
Caldwell CC & TI	12	9	53	39	60	44	11	8	136(136)	114	84	22	16	136(136)
Haywood Technical Institute	12	12	39	38	42	40	11	11	104(104)	90	87	14	13	104(104)
Isothermal Community College	11	7	49	32	80	53	12	8	152(152)	131	86	21	14	152(152)
Southwestern TI	14	13	37	36	47	45	6	6	104(104)	87	84	17	16	104(104)
Western Piedmont CC	22	17	35	33	53	42	16	13	126(126)	89	71	37	29	126(126)
Wilkes Community College	22	13	76	46	58	35	9	5	165(165)	133	81	32	19	165(165)
CONSORTIUM TOTAL	135	11	462	38	540	44	93	8	1230	1013	82	217	18	1230

*Note: The tallies for male/female, junior/senior responses to Question 7 may be found recorded for each consortium institution in Appendix A.

**Note: The population represents 10% of the students in each of the two-year institution's service area.

!Note: Numbers in parentheses, beside institutional totals, represent the highest possible number of respondents for each consortium institution.

Table 8

High School Students' Knowledge of Institutional Programs:
Totals and Percentages*

Question 8: "Have you been informed by representatives of this institution about programs and offerings?"

Highest possible no. of respondents: 1230 **

Consortium Institutions	Response Categories				
	Yes		No		TOTAL!
	TOT	%	TOT	%	
Asheville-Buncombe TI	108	24	335	76	443 (443)
Caldwell CC & TI	79	58	57	42	136 (136)
Haywood Technical Institute	53	51	51	49	104 (104)
Isothermal Community College	57	38	95	62	152 (152)
Southwestern TI	54	52	50	48	104 (104)
Western Piedmont CC	29	23	97	77	126 (126)
Wilkes Community College	80	48	85	52	165 (165)
CONSORTIUM TOTAL	460	37	770	63	1230

*Note: The tallies for male/female, junior/senior responses to Question 8 may be found recorded for each consortium institution in Appendix A.

**Note: The population represents 10% of the students in each of the two-year institution's service area.

!Note: Numbers in parentheses, beside institutional totals, represent the highest possible number of respondents for each consortium institution.

Table 9

High School Personnel -- Their Influence on Student Attendance at Two-Year Institutions: Totals and Percentages*

Question 9: "Indicate the high school person who has most strongly suggested that you attend this institution."

Highest possible no. of respondents: 1230 **

Consortium Institutions	High School Personnel													
	Home.Teach.		Teacher		Counselor		Principal		Friend		None		TOTAL!
	TOT	%	TOT	%	TOT	%	TOT	%	TOT	%	TOT	%	
Asheville-Buncombe TI	4	1	26	6	41	9	3	.6	86	19	283	64	443 (443)
Caldwell CC & TI	0	0	9	7	35	26	1	1	23	17	68	50	136 (136)
Haywood Technical Institute	2	2	5	5	11	11	0	0	23	22	63	61	104 (104)
Isothermal Community College	3	2	11	7	21	14	2	1	31	20	84	55	152 (152)
Southwestern TI	0	0	5	5	17	16	1	1	15	14	66	63	104 (104)
Western Piedmont CC	2	1.5	1	.7	13	10	1	.7	20	16	89	71	126 (126)
Wilkes Community College	4	2	10	6	22	13	1	1	39	24	89	54	165 (165)
CONSORTIUM TOTAL	15	1	67	5	160	13	9	1	237	19	742	60	1230

*Note: The tallies for male/female, junior/senior responses to Question 9 may be found recorded for each consortium institution in Appendix A.

**Note: The population represents 10% of the students in each of the two-year institution's service area.

!Note: Numbers in parentheses, beside institutional totals, represent the highest possible number of respondents for each consortium institution.

Table 10

High School Students Present Employment Situation:
Totals and Percentages*

Question 10: "What is your present employment situation?"

Highest possible no. of respondents: 1230 **

Consortium Institutions	Response Categories							
	Full-time		Part-time		Not Employed		TOTAL!
	TOT	%	TOT	%	TOT	%	
Asheville-Buncombe TI	21	5	154	35	268	60	443 (443)
Caldwell CC & TI	11	8	60	44	65	48	136 (136)
Haywood Technical Institute	4	4	27	26	73	70	104 (104)
Isothermal Community College	16	10.5	41	27	95	62.5	152 (152)
Southwestern TI	3	3	38	37	63	60	104 (104)
Western Piedmont CC	15	12	30	24	81	64	126 (126)
Wilkes Community College	7	4	46	28	112	68	165 (165)
CONSORTIUM TOTAL	77	6	396	32	757	62	1230

*Note: The tallies for male/female, junior/senior responses to Question 10 may be found recorded for each consortium institution in Appendix A.

**Note: The population represents 10% of the students in each of the two-year institution's service area.

!Note: Numbers in parentheses, beside institutional totals, represent the highest possible number of respondents for each consortium institution.

Table 11

Attendance of Two-Year Institution by High School Student's Family:
Totals and Percentages*

Question 11: "Is there anyone in your family who is attending or who attended this college?"

Highest possible no. of respondents: 1230 **

Consortium Institutions	Response Categories				
	Yes		No		
	TOT	%	TOT	%	TOTAL!
Asheville-Buncombe TI	67	15	376	85	443 (443)
Caldwell CC & TI	42	31	94	69	136 (136)
Haywood Technical Institute	19	18	85	82	104 (104)
Isothermal Community College	29	19	123	81	152 (152)
Southwestern TI	19	18	85	82	104 (104)
Western Piedmont CC	29	23	97	77	126 (126)
Wilkes Community College	40	24	125	76	165 (165)
CONSORTIUM TOTAL	245	20	985	80	1230

*Note: The tallies for male/female, junior/senior responses to Question 11 may be found recorded for each consortium institution in Appendix A.

**Note: The population represents 10% of the students in each of the two-year institution's service area.

!Note: Numbers in parentheses, beside institutional totals, represent the highest possible number of respondents for each consortium institution.

Table 12

The Effectiveness of Media Facilities in Publicizing the Institution:
Totals and Percentages*

Question 12: "From which of the following have you heard of or about this institution?"

Highest possible no. of respondents: 1230 **

Consortium Institutions	Media Facilities												
	Catalog/Brochure		TV		Radio		Newspaper		Billboards		None		
	TOT	%	TOT	%	TOT	%	TOT	%	TOT	%	TOT	%	TOTAL!
Asheville-Buncombe TI	171	39	81	18	86	19	72	16	13	3	147	33	570 (443)
Caldwell CC & TI	77	57	2	1	34	25	55	40	14	10	23	17	205 (136)
Haywood Technical Institute	45	43	7	7	14	13	18	17	11	11	35	34	130 (104)
Isothermal Community College	50	33	1	1	20	13	35	23	5	33	60	39	171 (152)
Southwestern TI	38	37	8	8	30	29	22	21	5	5	31	30	134 (104
Western Piedmont CC	51	40	2	1.5	21	17	34	27	4	3	40	32	152 (126)
Wilkes Community College	64	39	3	2	48	29	38	23	4	2	45	27	202 (165)
CONSORTIUM TOTAL	496	40	104	8	253	21	274	22	56	5	381	31	1564

*Note: The tallies for male/female, junior/senior responses to Question 12 may be found recorded for each consortium institution in Appendix A.

**Note: The population represents 10% of the students in each of the two-year institution's service area.

!Note: Numbers in parentheses, beside institutional totals, represent the highest possible number of respondents for each consortium institution.

Table 13

Distance From Student's Home to Two-Year Institution:
Totals and Percentages*

Question 13: "Give the approximate one-way distance from your home to the institution campus."

Highest possible no. of respondents: 1230 **

Consortium Institutions	Distances (in miles)												
	1-5		6-10		11-15		16-20		21-25		26-30		
	TOT	%	TOT	%	TOT	%	TOT	%	TOT	%	TOT	%	TOTAL!
Asheville-Buncombe TI	126	28	124	28	79	18	53	12	22	5	26	6	430 (443)
Caldwell CC & TI	47	35	45	33	24	18	12	9	2	1	3	2	133 (136)
Haywood Technical Institute	39	38	33	32	19	18	5	5	0	0	4	4	100 (104)
Isothermal Community College	43	28	30	20	30	20	16	11	15	10	12	8	146 (152)
Southwestern TI	18	17	12	12	12	12	8	8	30	29	23	22	103 (104)
Western Piedmont CC	36	29	45	36	17	13	15	12	2	2	5	4	120 (126)
Wilkes Community College	29	18	16	10	30	18	12	7	7	4	57	35	151 (165)
CONSORTIUM TOTAL	338	27	305	25	211	17	121	10	78	6	130	11	1183

*Note: The tallies for male/female, junior/senior responses to Question 13 may be found recorded for each consortium institution in Appendix A.

**Note: The population represents 10% of the students in each of the two-year institution's service area.

!Note: Numbers in parentheses, beside institutional totals, represent the highest possible number of respondents for each consortium institution.

Table 14

Student Use of Cars for Transportation To and From Campus:
Totals and Percentages*

Question 14: "If you attended this institution, would you use a car to drive to and from the campus?"

Highest possible no. of respondents: 1230 **

Consortium Institutions	Response Categories				
	Yes		No		
	TOT	%	TOT	%	TOTAL!
Asheville-Buncombe TI	392	88	51	12	443 (443)
Caldwell CC & TI	125	92	11	8	136 (136)
Haywood Technical Institute	96	92	8	8	104 (104)
Isothermal Community College	139	91	13	9	152 (152)
Southwestern TI	96	92	8	8	104 (104)
Western Piedmont CC	113	90	13	10	126 (126)
Wilkes Community College	139	84	26	16	165 (165)
CONSORTIUM TOTAL	1100	89	130	11	1230

*Note: The tallies for male/female, junior/senior responses to Question 14 may be found recorded for each consortium institution in Appendix A.

**Note: The population represents 10% of the students in each of the two-year institution's service area.

! Note: Numbers in parentheses, beside institutional totals, represent the highest possible number of respondents for each consortium institution.

Table 15

Student Opinion About the Two-Year Institution:
Totals and Percentages*

Question 15: "What is your opinion about this college?"

Highest possible no. of respondents: 1230 **

Consortium Institutions	Response Categories						
	I like it		I do not like it		No opinion		TOTAL!
	TOT	%	TOT	%	TOT	%	
Asheville-Buncombe TI	149	34	22	5	272	61	443 (443)
Caldwell CC & TI	57	42	4	3	75	55	136 (136)
Haywood Technical Institute	30	29	10	10	64	61	104 (104)
Isothermal Community College	57	38	1	1	94	61	152 (152)
Southwestern TI	27	26	5	5	72	69	104 (104)
Western Piedmont CC	23	18	6	5	97	77	126 (126)
Wilkes Community College	64	39	5	3	96	58	165 (165)
CONSORTIUM TOTAL	407	33	53	4	770	63	1230

*Note: The tallies for male/female, junior/senior responses to Question 15 may be found recorded for each consortium institution in Appendix A.

**Note: The population represents 10% of the students in each of the two-year institution's service area.

!Note: Numbers in parentheses, beside institutional totals, represent the highest possible number of respondents for each consortium institution.

Table 16

Approximate Weekly Income for High School Student's Family:
Totals and Percentages*

Question 16: "Indicate which of the following most closely approximates your family's income per week."

Highest possible no. of respondents: 1230 **

Consortium Institutions	Weekly Incomes (in dollars)																				TOTAL!
	-49		50-99		100-149		150-199		200-249		250-299		300-349		350-399		400-				
	TOT	%	TOT	%	TOT	%	TOT	%	TOT	%	TOT	%	TOT	%	TOT	%	TOT	%			
Asheville-Buncombe TI	113	26	39	9	80	18	61	14	54	12	32	7	18	4	12	3	34	8			443 (443)
Caldwell CC & TI	1	.7	7	5	24	18	35	26	23	17	21	15	6	4	2	1	6	4			125 (136)
Haywood Technical Institute	2	2	5	5	20	19	16	15	9	9	15	14	5	5	1	1	8	8			81 (104)
Isothermal Community College	0	0	7	5	30	20	36	24	23	15	14	9	5	3	2	1	3	2			120 (152)
Southwestern TI	3	3	16	15	20	19	9	9	9	9	8	8	4	4	2	2	7	7			78 (104)
Western Piedmont CC	0	0	8	6	25	20	23	18	16	13	9	7	4	3	6	5	8	6			99 (126)
Wilkes Community College	2	1	31	19	36	22	28	17	19	12	11	7	2	1	0	0	3	2			132 (165)
CONSORTIUM TOTAL	121	10	113	9	235	19	208	17	153	12	110	9	44	4	25	2	69	6			1078

*Note: The tallies for male/female, junior/senior responses to Question 16 may be found recorded for each consortium institution in Appendix A.

**Note: The population represents 10% of the students in each of the two-year institution's service area.

!Note: Numbers in parentheses, beside institutional totals, represent the highest possible number of respondents for each consortium institution.

Table 17

Persons Who Will Bear Expense for High School Student's Continued Education:
Totals and Percentages*

Question 17: "If you continue your education beyond high school, who will bear the expense?"

Highest possible no. of respondents: 1230 **

Consortium Institutions	Response Categories[a] (1) TOT	%	(2) TOT	%	(3) TOT	%	(4) TOT	%	(5) TOT	%	(6) TOT	%	TOTAL[!]
Asheville-Buncombe TI	93	21	129	29	7	1.5	22	5	141	32	51	11.5	443 (443)
Caldwell CC & TI	27	20	38	28	1	.7	6	4	53	39	11	8	136 (136)
Haywood Technical Institute	16	15	42	40	0	0	2	2	37	36	7	7	104 (104)
Isothermal Community College	31	20	47	31	3	2	3	2	49	32	19	13	152 (152)
Southwestern TI	31	30	31	30	1	1	3	3	20	19	18	17	104 (104)
Western Piedmont CC	29	23	35	28	3	1.5	3	2	39	31	17	13	126 (126)
Wilkes Community College	37	22	51	31	1	1	1	1	52	31	23	14	165 (165)
CONSORTIUM TOTAL	264	21	373	30	16	1	40	3	391	32	146	12	1230

*Note: The tallies for male/female, junior/senior responses to Question 17 may be found recorded for each consortium institution in Appendix A.

**Note: The population represents 10% of the students in each of the two-year institution's service area.

[!]Note: Numbers in parentheses, beside institutional totals, represent the highest possible number of respondents for each consortium institution.

[a]Note: Response categories for Question 17 are as follows:

(1) You will

(2) Your parents

(3) You expect to receive an athletic scholarship

(4) You expect to receive an academic scholarship

(5) You will pay part and your parents will pay the rest

(6) You will need a scholarship

Table 19

Factor(s) Influencing Student's College Educational Program Choice:
Totals and Percentages*

Question 19: "Place check mark(s) by the factor(s) that influenced the educational program choice you made in #18."

Highest possible no. of respondents: 1230 **

Consortium Institutions	Response Categories[a]																		TOTAL[!]
	(a) TOT	%	(b) TOT	%	(c) TOT	%	(d) TOT	%	(e) TOT	%	(f) TOT	%	(g) TOT	%	(h) TOT	%	(i) TOT	%	
Asheville-Buncombe TI	14	3	11	2	39	9	35	8	29	7	50	11	272	61	152	34	23	5	625 (443)
Caldwell CC & TI	2	1	4	3	17	13	21	15	18	13	15	11	89	65	34	25	6	4	206 (136)
Haywood Technical Institute	6	6	4	4	14	13	12	12	12	12	7	7	46	44	27	26	4	4	132 (104)
Isothermal Community College	6	4	1	1	19	13	12	8	14	9	7	5	81	53	54	36	21	14	215 (152)
Southwestern TI	1	1	3	3	9	9	8	8	5	5	6	6	66	63	25	24	5	5	128 (104)
Western Piedmont CC	2	2	1	1	15	12	9	7	13	10	14	11	77	61	36	29	6	5	173 (126)
Wilkes Community College	16	10	11	7	28	17	32	19	33	20	23	14	108	65	58	35	14	8	323 (165)
CONSORTIUM TOTAL	47	4	35	3	141	11	129	10	124	10	122	10	739	60	386	31	79	6	1802

*Note: The tallies for male/female, junior/senior responses to Question 19 may be found recorded for each consortium institution in Appendix A.

**Note: The population represents 10% of the students in each of the two-year institution's service area.

[!]Note: Numbers in parentheses, beside institutional totals, represent the highest possible number of respondents for each consortium institution.

Table 19 (continued)

Factor(s) Influencing Student's College Educational Program Choice:
Totals and Percentages

[a]Note: Response categories for Question 19 are as follows:

Persons at this institution --

(a) Instructor

(b) Counselor

(c) Student

Persons at your high school --

(d) Instructor

(e) Counselor

(f) Student

(g) Your personal interests influenced your program choice

(h) Opportunity to take an educational program that may lead to a good job

(i) Other

Table 20

Student Opinion of Institution's Reputation:
Totals and Percentages*

Question 20: "Check all the items you think describe the reputation of this institution."

Highest possible no. of respondents: 1230 **

Consortium Institutions	Response Categories[a]															
	(a)		(b)		(c)		(d)		(e)		(f)		(g)			
	TOT	%	TOT	%	TOT	%	TOT	%	TOT	%	TOT	%	TOT	%	TOTAL[!]	
Asheville-Buncombe TI	304	69	204	46	148	33	11	2	256	58	9	2	62	14	992	(443)
Caldwell CC & TI	91	67	82	60	54	40	2	1	95	70	4	3	25	18	353	(136)
Haywood Technical Institute	63	61	51	49	35	34	0	0	51	49	4	4	13	13	217	(104)
Isothermal Community College	102	67	87	57	54	36	5	3	90	59	4	3	13	9	355	(152)
Southwestern TI	67	64	51	49	26	25	3	3	58	56	1	1	9	9	215	(104)
Western Piedmont CC	74	59	68	54	38	30	2	1.5	61	48	3	2	18	14	264	(126)
Wilkes Community College	103	62	88	53	61	40	21	13	88	53	15	9	20	12	396	(165)
CONSORTIUM TOTAL	804	65	631	51	416	34	44	4	699	57	40	3	160	13	2794	

*Note: The tallies for male/female, junior/senior responses to Question 20 may be found recorded for each consortium institution in Appendix A.

**Note: The population represents 10% of the students in each of the two-year institution's service area.

[!]Note: Numbers in parentheses, beside institutional totals, represent the highest possible number of respondents for each consortium institution.

Table 20 (continued)

Student Opinion of Institution's Reputation:
Totals and Percentages

[a]Note: Response categories for Question 20 are as follows:

(a) People think this institution is a good one.

(b) People think this institution is a place to get an inexpensive education.

(c) People think the instructors at this institution want to help the students.

(d) People do not like what they have heard about the instructors at this institution.

(e) People think that this institution offers courses that are needed and are helpful to the student.

(f) People think this institution offers courses which are neither needed by nor helpful to the students.

(g) People generally think of the instructors at this institution as being more capable

Table 21

Time Length of Programs Contemplated by High School Students:
Totals and Percentages*

Question 21: "How long a program of training would you be willing to take if you thought you would get a good job?"

Highest possible no. of respondents: 1230 **

Consortium Institutions	Response Categories								
	Less than 6 mo. TOT	%	Up to 12 mo. TOT	%	Up to 2 yrs. TOT	%	More than 2 yrs. TOT	%	TOTAL!
Asheville-Buncombe TI	26	6	76	17	140	32	201	45	443 (443)
Caldwell CC & TI	5	4	21	15	57	42	53	39	136 (136)
Haywood Technical Institute	8	8	17	16	38	37	41	39	104 (104)
Isothermal Community College	14	9	29	19	43	28	66	43	152 (152)
Southwestern TI	7	7	23	22	30	29	44	42	104 (104)
Western Piedmont CC	9	7	13	10	45	36	59	47	126 (126)
Wilkes Community College	19	11	23	14	56	34	67	41	165 (165)
CONSORTIUM TOTAL	88	7	202	16	409	33	531	43	1230

*Note: The tallies for male/female, junior/senior responses to Question 21 may be found recorded for each consortium institution in Appendix A.

**Note: The population represents 10% of the students in each of the two-year institution's service area.

!Note: Numbers in parentheses, beside institutional totals, represent the highest possible number of respondents for each consortium institution.

Appendix B

HIGH SCHOOL STUDENTS'

EDUCATIONAL PLANS AND OPINIONS

Relating to the Area

COMMUNITY COLLEGE AND/OR TECHNICAL INSTITUTE

Dear Student:

_____ is an "open-door" two-year institution serving the educational needs of this area. This questionnaire has two purposes: (1) finding out what kind of image this institution has with high school juniors and seniors and (2) getting information on your background and educational plans. Your cooperation in completing this survey form is appreciated. All responses will be treated confidentially. Thank you.

DIRECTIONS

1. In those instances, where the question requests a written statement, please print.
2. Where you are directed to make a check mark, please do so firmly and neatly.
3. Do not fill in sections reserved for codes.

PERSONAL INFORMATION

Do not write in this column

YOUR NAME _____ (last name) _____ (first name) _____ (middle initial) [6]

NAME OF HIGH SCHOOL _____ (code) [25]

COUNTY _____ (code) [31]

GRADE: Junior ___ 11 Senior ___ 12 SEX: Male ___ 1 Female ___ 2 AGE: _____ [34](36)[37]

HOME ADDRESS AND PHONE

_____ (street address or route & box number) _____ (city) [39][49]

_____ (state) (code) _____ (zip) _____ - _____ (phone) [59][61][66]

EDUCATIONAL INFORMATION

Use the scale listed below and then indicate the highest grade completed by your parents or guardian.

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

Father ___ [73]

Mother ___ [75]

Guardian ___ [77]

What do you plan to do immediately after you finish high school?

Enter a two-year college or technical institute ___ 1

Enter a four-year college or university ___ 2

Enter military service ___ 3

Get a job ___ 4

Become a housewife ___ 5

Undecided ___ 6

Other: _____ ___ 7 (79)

(CONTINUE WITH THE QUESTIONNAIRE)

QUESTIONNAIRE

Do not write in this space

Name of High School: _____ [6]

Grade: Junior ___ 11 Senior ___ 12 (code) [12]

QUESTIONS

1. Note the occupational items listed below, and then, using codes (AG, etc.), indicate career choices for the following:

Your father's or guardian's occupation ___ [14]

Your mother's occupation ___ [16]

Your career preference ___ [18]

[AG] Agriculture
- Farming
- Food Processing
- Horticulture-Landscaping & Greenhouses
- Gov't Agencies

[FR] Forestry
- Private Forest Land Management
- Lumbering & Saw Mills
- Gov't Agencies

[PF] Professions
- Doctors & Dentists
- Lawyers
- Ministers
- Teachers
- Others

[EG] Engineering
- Architect
- Professional Engineers
- Drafting-Blueprinting
- Other Technologies

[AD] Advertising-Commercial Art
- Advertisement Management & Writing
- Commercial Art
- Other

[BS] Business
- Management-Supervisory
- Accounting
- Sales-Distributing Marketing
- Insurance

[SC] Secretary-Commercial
- Supervisory
- Bookkeeper
- Secretary
- Cashier
- Office Machine Operator (not data processing)
- Clerical
- Other

[DP] Data Processing
- Systems Management (analysis, etc.)
- Programmer
- Keypuncher
- Machine Operator
- Maintenance
- Other

[HM] Hotel-Motel
- Management
- Employee

[RS] Restaurant Services
- Management
- Cook
- Waiter-Waitress
- Other Services

[DS] Domestic Service
- Maid
- Gardner

[CB] Cosmotology-Barbering
- Beautician
- Barber

[HS] Health Services & Social Work
- Nurse - RN
- Nurse - LPN
- Medical & Dental Assistant
- HS Administrator
- Other Health Services (e.g., hospital attendant)
- Social Worker
- Other

[BC] Building-Construction Trades
- Carpenters
- Painters
- Plumbers
- Electricians
- Roofers
- Metal Working
- Welding
- Masonry

[TR] Truckdrivers

[AM] Auto Mechanics

[SR] Services
- Cab Drivers
- Delivery Services

[MA] Manufacturing
- Supervisory
- Machine Operator
- Maintenance
- Inspectors
- Other

[NP] Newspaper-Printing
- Management
- Printer
- Editor-Reporter
- Machine Operator
- Maintenance
- Other

[CM] Communications
- Radio
- Television
- Telephone

[GA] Government Agencies
- Federal Agencies (not agriculture & forestry)
- Military Service
- Postal Services
- Police
- Fireman
- Other state and municipal employees

[ET] Entertainment Media (musicians, actors, etc.)

[LT] Leisure-Time
- Recreation Director
- Recreation Worker

[HW] Housewife

[UP] Unemployed

2. Which of these items best describes your educational plans?

- Dropout before completing high school ____ 1
- Graduate from high school only ____ 2
- Graduate from a two-year junior college ____ 3
- Graduate from a community college or technical institute ____ 4
- Graduate from a 4-year college or university ____ 5
- Go into military service and learn a trade ____ 6
- Other:_____ ____ 7

3. I have heard my friends say that the institution is --

- Excellent ____ 1
- Good ____ 2
- Poor ____ 3
- Don't know ____ 4
- Never heard of the institution ____ 5

Do not write in this column

2. (20)
3. (21)

4. Check the items which best describe your feelings about going to this institution when you finish high school.

a. I don't feel prepared to go beyond high school ____ 1

b. I would like to go beyond high school but will need to work ____ 1

c. My parents are encouraging me to get educational training beyond high school ____ 1

d. After high school, I plan to attend this institution ____ 1

e. I plan to continue my educational training beyond high school but not at this institution ____ 1

f. I am uncertain of career plans but will select this institution until I decide otherwise ____ 1

g. My family thinks this institution is a good school to attend ____ 1

h. I think I will need educational training beyond high school, but not two years. ____ 1

i. My parents think going to this institution would be a waste of time ____ 1

j. I don't know much about what courses and programs are offered at this institution ____ 1

4. [22]

5. Is this institution more or less expensive to attend than the four-year colleges?

- More ____ 1
- Less ____ 2
- Don't know ____ 3

6. My major course emphasis in high school is...

- College Preparatory ____ 1
- Business Vocational ____ 2
- Technical-Vocational ____ 3
- General Education ____ 4

5. (32)
6. (33)

7. Your grades in high school have been close to --

- An "A" average ____ 1
- A "B" average ____ 2
- A "C" average ____ 3
- Below a "C" average ____ 4

And you would consider your grade average good enough to attend this institution.

- Yes ____ 1
- No ____ 2

7. (34) & (35)

8. Have you been informed by representatives of this institution about programs and offerings?

Yes ____ 1
No ____ 2

9. Indicate the high school person who has most strongly suggested that you attend this institution.

Homeroom teacher ____ 1
Teacher ____ 2
Counselor ____ 3
Principal ____ 4
Friend ____ 5
None ____ 6

Do not write in this column

8. (36)
9. (37)

10. What is your present employment situation?

Employed full-time ____ 1
Employed part-time ____ 2
Not employed ____ 3

11. Is there anyone in your family who is attending or who attended this college?

Yes ____ 1
No ____ 2

10. (38)
11. (39)

12. From which of the following have you heard of or about this institution?

a. Institution Catalog or Brochure ____ 1
b. Television ____ 1
c. Radio ____ 1
d. Newspaper ____ 1
e. Billboards ____ 1
f. None of these ____ 1

13. Give the approximate one-way distance from your home to the institution campus.

1 - 5 miles ____ 1
6 - 10 miles ____ 2
11 - 15 miles ____ 3
16 - 20 miles ____ 4
21 - 25 miles ____ 5
26 - 30 miles ____ 6

12. [40]
13. (46)

14. If you attended this institution, would you use a car to drive to and from the campus?

Yes ____ 1
No ____ 2

15. What is your opinion about this college?

I like it ____ 1
I do not like it because ____ 2
_____
_____
I have no firm opinion ____ 3

14. (47)
15. (48)

16. Indicate which of the following most closely approximates your family's income per week?

(1) - $49 (4) $150 - $199 (7) $300 - $349
(2) $50 - $99 (5) $200 - $249 (8) $350 - $399
(3) $100 - $149 (6) $250 - $299 (9) $400 -

Family Income per week ____

16. (49)

17. If you continue your education beyond high school, who will bear the expense?

You will ____ 1
Your parents ____ 2
You expect to receive an athletic scholarship ____ 3
You expect to receive an academic scholarship ____ 4
You will pay part and your parents will pay the rest ____ 5
You will need a scholarship ____ 6

17. (50)

(MORE ON NEXT PAGE)

Do not write in this column

18. Assuming that you might attend this institution, note on the separate, enclosed sheet the educational programs available and then indicate your program preference with the appropriate code:

18. [51]

First Program Choice ____

[55]

Second Program Choice ____

(59)

My Choice Not Listed: __X

Specify _____

19. Place check mark(s) by the factor (s) that influenced the educational program choice you made in #18 above.

19. [60]

Persons at this institution

a. Instructor ____ 1

b. Counselor ____ 1

c. Student ____ 1

Persons at your high school

d. Instructor ____ 1

e. Counselor ____ 1

f. Student ____ 1

g. Your personal interests influenced your program choice ____ 1

h. Opportunity to take an educational program that may lead to a good job ____ 1

i. Other:_____ ____ 1

20. Check all the items you think describe the reputation of this institution.

20. [69]

a. People think this institution is a good one. ____ 1

b. People think this institution is a place to get an inexpensive education. ____ 1

c. People think the instructors at this institution want to help the students. ____ 1

d. People do not like what they have heard about the instructors at this institution. ____ 1

e. People think that this institution offers courses that are needed and are helpful to the student. ____ 1

f. People think this institution offers courses which are neither needed by nor helpful to the students. ____ 1

g. People generally think of the instructors at this institution as being more capable. ____ 1

21. How long a program of training would you be willing to take if you thought you would then get a good job?

21. (76)

Less than 6 months ____ 1

Up to 12 months ____ 2

Up to 2 years ____ 3

More than 2 years ____ 4

22. Did you mind answering the questions in this survey?

22. (77)

Yes ____ 1

No ____ 2

Some of them ____ 3

THANK YOU FOR COMPLETING THIS QUESTIONNAIRE!

NOW THAT YOU HAVE FINISHED, GIVE THIS FORM TO THE PERSON ADMINISTERING THE SURVEY.